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## EDITORIAL NOTES

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MR. ASQUITH in his inaugural address to the students who came to Oxford University during the summer to take part in the extension privileges gave a very interesting definition of the aim of academic teaching — “to awaken intellectual interest, to bring the student to conceive of knowledge, not as a means but as an end; to arouse in him the ardor of exploration; to fit him to find his own way and walk on his own legs without leading strings or crutches as he pushes on unto strange climates and new territories.”

THE hold that the study of education has taken of England may perhaps be best seen by the recent meeting of the British Association when for the first time in the history of that great gathering education was given a distinct place, and will henceforth be known as a “Section.” The scope of the discussion may be best indicated by the subjects discussed, among which were: “The Future Work of the Section,” “The Experimental Method of Teaching,” “The Scope of Educational Science,” “The Practical Study of Educational Science,” “The Influence of the Universities upon the Curricula of Schools,” “The Teaching of Mathematics,” “Commercial Education,” and “The Teaching of Botany.” It is interesting to note that in Professor Perry’s address on mathematics he appealed for rational rather than traditional teaching. He advocated concrete arithmetic, inventional geometry, and the application of selective inspiration to the teaching of higher mathematics, many parts of which, he held, may be taught with great advantage at an early age. He recommended “short cuts” wherever these could be taken scientifically, as being really useful as well as interesting to the pupil, who, unless a mathematical genius, is apt to be utterly bored and discouraged by plodding along the beaten track of Euclidean geometry and traditional algebra. The use of Euclid as a text-book was universally condemned by the mathematical section, and the use of concrete methods and abbreviated workings in arithmetic and algebra as widely recommended.

DR. W. R. SCOTT, lecturer on political economy at St. Andrew’s University has published a very interesting outline of a commercial course at the universities. He contends that the universities, without competing with the technical schools, can give a scientific course of education which shall not be too abstract for the wants of business men. He defines higher commercial education as “the training of those who are intended to fill responsible positions in business.” A person who is to take part in the management of an

undertaking requires a wide knowledge, best gained at a university, of many applied sciences, most of which are already taught, and all of which are within the limits of a university curriculum. Further he needs a training which shall be accurate as well as wide; for nowhere is a little knowledge more dangerous than in commerce. To this end he proposes the institution of a degree corresponding to the B.Sc., with two examinations. The first examination should be on three of the following subjects: agriculture, chemistry, history, jurisprudence, political economy, political science. The final examination should be on a higher standard in similar subjects more specialized for business purposes, with the addition of commercial and international law, geology, engineering, public finance, and local government, banking, etc., three subjects again to be chosen. Dr. Scott suggests that a modern language should be required in the preliminary, and he points out that the student might with advantage, spend five months in the year at the university studying the theoretical side, and during the remainder of his time he could make progress in becoming familiar with practical details. This seems to be a very suggestive course and the outcome of it will be looked for with interest.

IN the course of an excellent article on "Psychology and Education" in the *London Journal of Education* Mr. T. Raymont says:

I proceed to the next of the mistakes which, as it seems to me, are being made in some current applications of psychology to education. It consists in the assumption that all parts of the science are equally, or almost equally, relevant to educational problems. As a matter of fact, a very great deal of the contents of our standard treatises on psychology, though it may be precious in the sight of the philosopher, is only so much useless lumber for the student of education. From this point of view I would have young teachers regard with suspicion the sort of text-book which is in effect a more or less elementary treatise on psychology interspersed with a systematic series of pedagogic asides. Such a mode of treatment lends itself with fatal facility to the premature and useless "application" of uncertain or (for the purpose) unimportant psychological data. Here, for instance, we have a fruitless attempt to make pedagogic capital out of the unsettled doctrine of heredity. In another place the student is led through many of the intricacies of the physiology of the sense organs and the psychology of sensation, only to be told at the close that he should attend carefully to cases of note-neatness or color-blindness. Yet, again, the value of certain psychical measurements, estimated in thousandths of a second, is darkly hinted at, and we are encouraged to look forward to a time when "brass instrument child-study" shall be of surpassing importance to teachers. Some of these questions may be of no small speculative interest to the specialist or the older teacher; but to offer thin discussions of them to a beginner is to give him stones instead of bread.